

Jennifer Byrd – Online Learning Experience (OLE) Planning Grid – ITEC 7480 & 7481

Curriculum Standard:

Reading Literacy (RL)

ELACC5RL2: Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

ELACC5RL3: Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

ELACC5RL4: Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

ELACC5RL6: Describe how a narrator's or speaker's point of view influences how events are described.

Reading Informational (RI)

ELACC5RI2: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

ELACC5RI3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

ELACC5RI5: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

ELACC5RI10: By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

Reading Foundational (RF)

ELACC5RF3: Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context and out of context.

Fluency

ELACC5RF4: Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.

Writing

Research to Build and Present Knowledge

ELACC5W4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)

ELACC5W7: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

ELACC5W9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grade 5 Reading Standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).

Language

ELACC5L1: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

Vocabulary Acquisition and Use

ELACC5L5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Student Objectives/Outcomes:	Bloom's Level:	Activities:	Assessments:
<p>The learner will read and understand Fifth grade fiction while reading fluently and accurately.</p> <p>The learner will use technology to produce and publish writing.</p>	Apply	<ul style="list-style-type: none"> Students will write an introduction and respond to classmates introductions. Begin and utilize an online Interactive Notebook. Watch Bill of Rights rap – http://www.youtube.com/watch?v=l7RrQJrdh4 Write an entry in your Interactive Notebook about slavery and its violation of the Bill of Rights 	<ul style="list-style-type: none"> Teacher Feedback and journal entry in online Interactive Notebook
<p>The learner will use context clues to determine the meaning of unfamiliar vocabulary.</p> <p>The learner will compare and contrast texts.</p> <p>The learner will explain the use of conjunctions and prepositions.</p>	<p>Understand</p> <p>Analyze</p>	<ul style="list-style-type: none"> Chapters 1–4: Steal Away Home Conjunctions: Make a list of prepositions and conjunctions and explain their uses from Chapter 2 Define vocabulary in online Interactive Notebook Read “How Violence is Ended: A Buddhist Legend” http://www.aaronshep.com/rt/RTE16.html Compare and contrast the theme of nonviolence conquering violence from “How Violence is Ended” and Steal Away Home. Post to discussion board and comment on peers post. 	
<p>The learner will summarize what they have read.</p> <p>The learner will determine how point of view influences a story and engage readers.</p> <p>The learner will apply the use of interjections.</p>	<p>Remember</p> <p>Understand</p> <p>Apply</p>	<ul style="list-style-type: none"> Chapters 5–9 Watch Interjections!: http://www.youtube.com/watch?v=_e24kdjdbtw Discussion Board: What would happen if the story were written from Dana’s mom’s perspective or Jeremy’s perspective. Think/Pair/Share: With a partner, rewrite a scene from a different point of view. Highlight all of the prepositions, conjunctions, and interjections. Share on the class wiki. 	<ul style="list-style-type: none"> Think/Pair/Share activity (writing and language)

<p>The learner will use stories and nonfiction to research.</p> <p>The learner will connect a text to other texts, personal experiences, or world occurrences.</p>	<p>Apply</p> <p>Create</p>	<ul style="list-style-type: none"> • Chapters 10–12 • Informational Writing: Writing process and structure • Informational writing: Begin research on a historical figure of the era connecting the text to actual historical events • Design a Wordle with information discovered about historical character 	<ul style="list-style-type: none"> • Complete outline for historical figure research • List references that will be used in informational writing
<p>The learner will understand and interpret figurative language.</p> <p>The learner will use stories and nonfiction to research.</p>	<p>Understand</p> <p>Evaluate</p> <p>Analyze</p>	<ul style="list-style-type: none"> • Chapters 13–14 • Figurative language practice: Figurative Language Sort • Figurative language and literary device interactive page: Rainbow Writing – Students will select and highlight as follows: similies, red; metaphors, blue; idioms, green; onomatepoeia, orange. • Continue historical figure informational writing. 	<ul style="list-style-type: none"> • Rainbow Writing
<p>The learner will read and understand Fifth grade fiction while reading fluently and accurately.</p> <p>The learner will use technology to produce and publish writing.</p>	<p>Analyze</p> <p>Understand</p> <p>Create</p>	<ul style="list-style-type: none"> • Chapter 15–19 • Complete WebQuest: http://teacher.scholastic.com/activities/bhistory/underground_railroad/ • Compose one of the multiple writing activities in the WebQuest and post to the class wiki. 	<ul style="list-style-type: none"> • Teacher feedback • Complete: Tell the Story in WebQuest